

THE EFFECT OF EXTERNAL FACTORS' OF SELF-EFFICACY TOWARDS STUDENTS' PERFORMANCE IN PUBLIC SPEAKING EXTRACURRICULAR IN SENIOR HIGH SCHOOL

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Abstrak

Kepercayaan diri adalah faktor utama untuk memulai tindakan apa pun, terutama untuk berbicara dalam pembelajaran EFL. Berbicara adalah tempat eksklusif untuk komunikasi yang efektif di antara keterampilan bahasa, dan kepercayaan diri adalah salah satu aspek psikologis yang mempengaruhi keberhasilan siswa dalam menguasai keterampilan. Karenanya inilah alasan utama mengapa siswa diharapkan memiliki keterampilan yang baik dalam berbicara di depan umum. Penelitian ini bertujuan untuk mengetahui bagaimana kepercayaan diri siswa dalam berbicara di depan umum, apa saja faktor eksternal yang mempengaruhi kepercayaan diri siswa dalam berbicara di depan umum dan bagaimana mereka mempertahankan efikasi diri mereka dalam berbicara di depan umum. Penelitian ini dirancang menggunakan kualitatif untuk 15 siswa kelas sepuluh sekolah negeri di Surabaya yang mengikuti kegiatan ekstrakurikuler berbicara di depan umum. Rubrik penilaian bahasa lisan holistik, wawancara dan catatan lapangan digunakan oleh peneliti sebagai instrumen. Hasil penelitian menunjukkan bahwa sebagian besar siswa yang berbicara di depan umum memiliki tingkat kepercayaan diri yang tinggi saat melakukan berbicara di depan umum. Peneliti menemukan faktor eksternal yang mempengaruhi kepercayaan diri siswa. Yakni; pengalaman penguasaan, pengalaman orang lain dan keadaan fisiologis. Hasil akhir dari penelitian menunjukkan bahwa pengaruh faktor eksternal efikasi diri siswa mempengaruhi kinerja siswa.

Kata kunci: efikasi diri, factor eksternal efikasi diri, berbicara di depan umum

Abstract

Self-efficacy is a prominent factor to start any action, particularly to speak in EFL learning. Speaking is an exclusive place for effective communication among language skills, and self-efficacy is one of the psychological aspects which affecting the success of students in mastering the skill. Hence this is the main reason why students are expected to have good skills in public speaking. This research aims to find out how are the students' self-efficacy in public speaking, what are the external factors of students' self-efficacy that affecting students' speaking performance in public speaking and how they maintain their self-efficacy in public speaking. This research was designed using qualitative to 15 students tenth graders of a government school in Surabaya who joined public speaking extracurricular. A holistic oral language scoring rubrics, interview and field notes were used by the researcher as the instruments. The result showed that most of public speaking students' have a high level of self-efficacy while performing in public speaking. The researcher found the external factors which affecting students' self-efficacy. Those are; mastery experience, vicarious experience and physiological states. The final showed that the effect of external factors of students self-efficacy is affecting the students' performance.

Keywords: self-efficacy, the external factors of self-efficacy, public speaking

INTRODUCTION

People especially students must first want to learn and believe that they can learn in order to be able to speak English. Therefore, they should not only have the motivation to learn but also the faith to perform certain activities and tasks. Hamouda (2012) identified a number of factors which make students feel reluctant to speak English as a foreign language, including anxiety, lack of interest in English, shyness, low self-confidence, and

self-esteem in their ability to speak. Because one of the most prominent factors for controlling students while speaking English is their confidence and belief in their abilities, or they called self-efficacy as described by Bandura (1995, p.2), who said that self-efficacy is "belief in one's ability to organize and execute the course of action needed to manage prospective situations." Self-efficacy, in other words, can be seen as the trust that people have in their ability to do the things they strive to do, achieve the goal, and accomplish the task

competently (Dornyei, 2005). Self-efficacy is claimed to be able to determine what people think, do and the choices they make in particular situations (Bandura, 1994).

Public Speaking is one of the extracurricular in one of senior high school in Surabaya. In this course, the students learn about informative speaking and they are required to be able to deliver their speech well. In addition, the aim of the extracurricular Public Speaking program is to plan and practice the presentation with the topics of learning English instead of making an impromptu speech.

Self-efficacy consists of two words; self and efficacy. Self is a person's identity while efficacy is defined as the power to produce an effect (Zulkosky, Nurjannah 2009, 2015, p.7). He also stated that efficacy synonyms include efficacy, efficiency, and productivity. Baron & Byrne (2000) indicated that self-efficacy is the judgment of a person on his or her own capacity or ability to perform a task, produce something and accomplish a goal. In addition, Feist&Feist (2002) also claimed that in a particular situation, self-efficacy is the assumption of individuals that they are capable of holding control over their own work.

Based on the above definitions, it can be concluded that self-efficacy is the belief and confidence of a person in his or her own ability to perform or complete tasks and difficulties that they encounter in order to overcome challenges and attain the goals expected. The belief that a person has in particular abilities despite the fact that, as we will see in the following sections, self-efficacy beliefs will directly influence the actions and behaviors of individuals and thus serve as an excellent indicator of their future performance and capacity (Bandura, 1997; Pajares, 1997, in Dodds, p.19).

Self-efficacy can usually be broken down into two categories; high self-efficacy and low self-efficacy. People with high self-efficacy tend to get more interested in the situation while doing a particular task, while those with low self-efficacy prefer to avoid and stay away from the job. Individuals with a high level of self-efficacy appear to be more driven to do a specific task, even a challenging one. I don't see the mission as a risk I can stop. They don't fear failing to perform the task. On the opposite, people with low self-efficacy would try to avoid complicated tasks. These individuals are under-engaged in achieving the goals they set. They are busy thinking about the shortcomings we have, the challenges they face, and all the consequences that can be counterproductive to them, as they faced difficult tasks.

As Bandura (2009, p.203-204) stated that self-efficacy in education is related with perceiving self-efficacy in academic. Perceived self-efficacy in academic

is about someone's judgments on their capability to organize and execute courses of action to achieve designated types of educational performance. Perceived self-efficacy on educational growth is about how effectiveness influences the desire of students to learn, to attempt to execute task and the achievement of students.

In this study, the researcher chooses analysis of the students' self-efficacy in public speaking as the focus of the research. The causes why the researcher takes that term, because in the fact most of students feel that they have enough bravery and self-efficacy when they are speaking in public, meanwhile that's an impromptu speech. Someone who have background knowledge about certain topic, he or she will get more confidence so that he or she already know what they want to speak about. Not only that, the researcher also has a purpose about finding what are the external factors of self-efficacy which affecting students' performance in public speaking and how they maintain their self-efficacy in public speaking.

RESEARCH METHODOLOGY

The study used qualitative research to find out the external factors in the self-efficacy of the students, which would be sufficient to address the research questions. Basic interpretative research is the type of study used to understand one another's experience (Ary, Jacobs, Sorensen, & Razavieh, 2010). In addition, one of the qualitative studies that does not take a long period of time to analyze is basic interpretative research. The findings of qualitative research are in form of words rather than number type. The goal of this research was to find out the external factors that affect the self-efficacy of the students and how they tolerate their self-efficacy in public speech. Qualitative research was used since the data was a form of words that were well represented in field notes by the researcher. The researcher took part in the teaching and learning process as an observer who studies the field and does not get involved. The research was carried out in order to analyze the method of the field note in data collection. The study involved 15 students in public speaking extracurricular.

The research was carried out through the distribution of interview, a holistic language oral scoring rubric and field notes. Instrument is a guide to unconstructed interviews. Aryet believes. Al (2010:438), the researcher collects the data from the people in their own words about thoughts, values and feelings about the situation to get deeper information. Field notes were used to track the process of identifying the external factors of the self-efficacy of the students and the ways their self-efficacy could be sustaining. And the rubric has been used to assess the self-efficacy of the students in public speaking.

The researcher carried out the research from natural observation in the collection of the data. Throughout teaching learning process, field notes are used to gather the data. The researcher then used field notes to take certain sections of the observations that are required to obviously support the data from the observation. Not only that, the researcher also used video recording to avoid missing conference information. In this event, the researcher decided to conduct study in public speaking extracurricular of senior high school in Surabaya during five meetings. Those three instruments helped the researcher address the research questions; the self-efficacy of the students during speech performance, the external factors of the self-efficacy of the students, which can influence the training of the students in public speaking, and the ways in which the students sustain their self-efficacy.

The data was collected as by conveying permission to the school head and the English teachers for data collection. The teachers permitted the data sheets that were presented to the teachers about the purpose and procedure for leading this study. The English teacher also helped to adjust classes that suit the study requirements. The researcher had described them descriptively after collecting the data from field notes and interview guide. The researcher analyzes the data across three concurrent flows activity. The first major flow is familiarizing and organizing. The researcher used to familiarize himself with the data and to arrange it. The data transcribed from all the raw data collected from the study were video recordings, interview transcripts, and field notes typewritten including the outcome of speaking performance for the students. The researcher transcribed the recording in order to obtain the process of students' speaking naturally. To make it easier for the researcher to analyze the data, she should be familiar with the data by reading-rereading the field notes, watching the video recording and regularly listening to the audio recording (Ary, 2010:481). It had organized into a wide array of information after the researcher got the data. Organizing is the easier way for the researcher to analyze the data, so the question can be answered in chapter I. The researcher then produced a full list of sources of the data. The second major is that the data is interpreted and represented. It is the final stage in the study of qualitative research results. The researcher narrated a study's findings in this section, explained the observed phenomenon, and presented accounts of what was studied (Ary, 2010:491).

RESULT

Throughout, the researcher reports the result of the observation that was done during five meetings related to

the effect of external factors of students' self-efficacy in Public Speaking extracurricular among Indonesian students regarding to the research questions. Those research? Thus, this section divided into three sub-sections in accordance with those research questions. questions are; (1) How are the students' self-efficacy in public speaking performance? (2) what are the external factors of self-efficacy which affecting students' performance in public speaking extracurricular? (3) what are the students' ways to maintain their self-efficacy in public speaking

The Students' Self-Efficacy in Public Speaking Performance

Students' speaking performance is common problem to the people who give a speech in front of audiences or communicate with others using foreign language. Every person ever feels not confidence to perform in public. But most of students' performance in public speaking extracurricular in senior high school in Surabaya was fairly good because they have high self-efficacy. During the observation, the teacher conducted the speaking activities in the form of group discussion and speech performance. On the first meeting, the teacher conducted the teaching learning process by having group discussion. They discussed about public speaking and how to perform well in public speaking. Meanwhile, in the second, the third, and the fourth meeting, the students practiced their public speaking by having impromptu speech and extemporaneous speech. The researcher then observed the students' self-efficacy to know their speaking performance.

Extract 1:

T : Well what have you known about public speaking? Who wants to answer?

S1 : Public speaking is the act of performing speech in front of audiences.

T : Ok good, anyone can add more information? Rizza?

S2 : Ehm... maybe the act of making or doing speeches in public.

T : It can be, any others? Asy'aril?

S3 : public speaking is an oral communication with an audience in a formal or informal situation.

T : Ok good then, I need one more answer? Yedida, could you?

S : Public speaking is the process of performing speech to live audience whether it is formal or informal situations.

T : Yeah very good, I think most of you have already understood about public speaking.

Extract 1 show that the class discussed about the definition of public speaking. The teacher pointed a student and asked her to give her opinion. The teacher wanted to know the students' background knowledge of public speaking. Some of them have already mastered the knowledge about public speaking which they get from their junior high school. It means that some of them ever had performed public speaking.

After having enough material about public speaking, the teacher asked the students to have an impromptu speech in order to know the ability of students in delivering speech. The students seem to be afraid and shy when the teacher asked them. No one volunteered when the teacher asked them.

Extract 2:

T : "Knowing that you have already understood the kinds of public speaking so I want to know your performance!" any volunteers?

S : "(keep silent around 2 minutes)"

T : "Ok I'll choose by myself, Yedida please come forward? (pointed the student)"

S : "What should I do Mr?"

T : "Performing speech!"

S : "(keep silent around 1 minutes) Ok then my name is Yedida G Saputri, here I want to giving speech about 'Social Media' nowadays there are many social media such as; instagram, twitter, whatsapp, facebook, etc. Social media has some advantages just like we can have more friends from other city or even country. And umm... Then we can communicate with others face to face via whatsapp video call without meet each other. And....erghh I love using social media. I think that's all Mr."

T : " Yeah good, thank you yedida!" (giving applause) Yedida please choose your friend to come forward!"

From Extract 2, we can see that this student feel confused about what to say. But then, she agreed to deliver her speech in front of the class. From this extract, the student performed her speech in short time. She delivered it without giving much filler. The student also did not show her nervousness when performing her speech. It had been supported by the interview that she answered. She stated that she did not feel nervous because she used to perform public speaking.

After Student 1 had performed her speech, student 2 also asked to deliver her speech.

Extract 3:

S : Hello I am GhaitsaZahiraShofa, here I want to giving speech about erghh... 'Television'.

Television is one of technology that is very useful for us. By watching television we can know the news erghh... I mean we can be able to know the newest news about anything in Indonesia or even the things that happen in another country. Sometimes television also shows about natural disaster or about the condition of the weather. So that's some advantages of television. I think that's all thank you.

Extract 3 shows the speech performance of Student 2. In her performance, we can see that she has able to use compound sentence like *"Television is one of technology that is very useful for us"*. But it doesn't mean that she had master grammar because at the same time she confused how to use modal auxiliary. She performed less than 2 minutes. It seems that she has no experience in public speaking. It had been supported by the interview that she answered. She stated that she has no experience performing English speech in public.

The External Factors of Self-Efficacy Which Affecting Students' Performance

Mastering foreign languages, such as English, nowadays becomes the students' requirement. We need to be ready for the age of globalization when anything from another country can easily go in and out of countries. Once they find a job, they must connect with people from another country.

During the observation, the researcher had found that there were 3 factors that affecting the students to have high self-efficacy. Those are mastery experience, vicarious experience and social persuasion. The researcher got deeper information by interviewing the students and the teacher. The researcher conducted this process of gathering information in the last meeting of observation. What the researcher got from the interviewing activity had been divided into 2 parts. The interview result with the teacher and the interview result with the students. The students were called one by one by the researcher to be interviewed. In this interview the researcher used English but the students may answer the interview both English and Indonesia. There are 8 students and a teacher who became the interviewees. The factors that make students' have high self-efficacy not only because they have many experience but they also motivated by their friend's performance.

The first factor that make students have high self-efficacy students was coming from mastery experience. High self-efficacy appeared when students have a good experience in their past performance. For example:

(students)

Extract 1:

R :What makes you feel confident to perform in public speaking?

S8 :Actually at the first time I don't have enough confident to perform in public but because I often speak in front of public since I was junior high school and that makes me a power to speak up now.

Extract 2:

R :What makes you feel confident to perform in public speaking?

S9 : I've been doing presentations since grade school and I've joined a debate competition when I was junior high. So from that I found my confidence.

(Teacher)

Extract 4:

R : Menurut bapak apa yang membuat siswa memiliki kepercayaan yang cukup tinggi di dalam public speaking ini?

T : Yang pertama, itu karena beberapa dari mereka sudah pernah mengikuti public speaking di smp.

Extract 5:

R : Apakah pengalaman mereka pernah mengikuti public speaking itu mempengaruhi kepercayaan diri mereka?

T :Sawarasa sih berpengaruh, karena ketika mereka pernah mengikuti public speaking pastinya mereka pernah merasakan tampil di depan umum. Jadi penampilan dia sebelumnya akan mempengaruhi penampilan dia selanjutnya.

From the extracts above, it shows that mastery experience give impact to the student's self-efficacy. Most of them have experience in performing public speaking when they were junior high school. They used to join extracurricular just like public speaking since junior high school. It means that they have a background knowledge for public speaking and they must be enough confident to perform in front of public. Then, the teacher supported and agreed that the students have an experience in the past so that they are able to perform public speaking.

Besides that, *vicarious experience* also affect the students' high self-efficacy. It happens when he or she has performed speech and they looked up to each other performance. In this moment, he or she was motivated and excited to have better performance. For example:

(Students)

Extract 6:

R : What makes you feel confident to perform in public speaking?

S8 : When my friend's had performed smoothly, it challenges me to show my best too

(Teacher)

Extract 9:

R : Menurut perkiraan bapak, apakah penampilan dari teman mereka mempengaruhi kepercayaan diri mereka?

T : tentunya berpengaruh karena saya melihat ketika salah satu dari teman mereka tampil mereka selalu memperhatikan dan mengusahakan penampilannya lebih baik dari temannya.

The extracts above explain that vicarious experience affecting the students' high self-efficacy. The students felt motivated when he or she was seeing his friend's performance, when he or she had to analyzed his friend's speech performance. That extract shows the self-efficacy of the students increased when their friend's performed a speech perfectly. Because according to them they can learn from their friend's mistake. Then, the lecturer agreed that students high-self-efficacy affected by someone's performance.

The last cause of students' have high self-efficacy was coming from the support of their teacher, friend or even their parents. It's called social persuasion.

Extract 11:

R : What makes you feel confident to perform in public speaking?

S8 : Sometimes my confidence appeared when I got support from my close friend.

Extract 12:

R : What makes you feel confident to perform in public or speaking?

S9 : Besides I look up to my past performance I also need support from my friends or even my extracurricular teacher because by that way I feel appreciated.

(Teacher)

R : "Selain dari mempunyai pengalaman di masala lu dan melihat penampilan dari orang lain, menurut bapak apa yang membuat siswa mempunyai keberanian untu tampil di depan umum?"

T : "Dukungan dari teman juga dapat membuat mereka percaya diri, lebih tepatnya dorongan atau perkataan positif seperti 'Kamu pasti bisa menampilkan yang terbaik' kalimat-kalimat seperti bisa membangun kepercayaan diri mereka

From the extract above we can concluded that social persuasion or verbal judgement is affecting students' self-efficacy.

The Ways to Maintain Students' Self-Efficacy in Public Speaking Extracurricular

Students with high self-efficacy tend to be more interested in the task they are undertaking as opportunities rather than risks. Difficulty and failure do not mean beating them but simply making them learned. We remain optimistic and confidence in their strengths, even when things get tough.

They certainly had a lot of experience from the time they became a student from an early age up to now, they were doing a lot of assignment from an easy task to difficult tasks. They have their self-efficacy by those things. According to Bandura (1997), "A self-efficacy is the confidence in one's ability to organize and conduct the course of action necessary to handle prospective circumstances." In other terms, self-efficacy is the belief of an individual in their ability to succeed in a particular situation.

During the observation, the researcher conducted the interview with the students and the teacher in the last meeting of observation. There are some ways for maintaining high self-efficacy found by the researcher and it comes from the student itself. The most commonly reported is had a lots of practice and learned from a mistake.

Extract 1:

R : *What are the things that make you better in public speaking?*

S8 : *Rasa percaya diri, pendapat orang lain dan banyak latihan.*

R : *Describe yourself confidence in public speaking?*

S8 : *Tetap mencoba untuk tenang, berbicara dengan lebih jelas dan berpikir cepat.*

Extract 1 show that the student's way to maintain his self-efficacy is by practice a lot and think of someone's opinion. He tries to stay calm and speak fluently when he have to perform in public.

Extract 2:

R : *What are the things that make you better in public speaking*

S9 : *Try to do a lot of practice, not only on my own but also try to do that in front of my friends or family.*

R : *Describe yourself confidence in public speaking?*

S10 : *I pretended to see that the person in front of me was an object like a doll or something else. So that my own way of being focus on my speech.*

Extract 2 shows that the student does a lot practice not only in front of mirror but also in front of her friends. When she performed she was thinking all the people who watched her performance were an object so that she can be able to focus in performing speech.

The teacher also give them the same ways to maintain self-efficacy. He wanted the students to increase their self-efficacy or at least to always maintain the self-efficacy on them.

Extract 6:

R : *Apa upaya yang Mr lakukan sebagai guru untuk menjaga rasa percaya diri siswa di Public Speaking Class maupun speech di depan audience?*

T : *Apa ya, banyak latihan dan mengharuskan mereka untuk berbicara menggunakan bahasa inggris di kelas public speaking agar mereka terbiasa dan itu juga bisa menambah kosa kata mereka nantinya.*

Extract 6 shows one of the best way to maintain students' self-efficacy is practice a lot and the lecturer also requires them to speak English in the classroom to improve their ability so that they are able to speak fluently.

DISCUSSION

In this section, the researcher discusses the results during the observation. Related to the research questions in Chapter I, there are three sub sections which can be researched. They are how are the students' self-efficacy in speaking performances, what are the external factors of self-efficacy that affecting students' performance in public speaking and how do the students maintain their self-efficacy in Public Speaking Extracurricular.

The Students' Self-Efficacy in Public Speaking Performance

Speaking is important because speaking is an ability that can easily make people understand when things are explained to them. The speech performance of students at senior high school in Surabaya is expected to be good in

public speaking extracurricular because they have learned English since some years before and will have many results in senior high school related to oral skills.

Most of them have great speaking skill but they still need further grammar and pronunciation-related changes. Self-efficacy has an important role to play in the success of speaking students. The greater their self-efficacy, the higher their speaking efficiency.

Based on the data obtained during the observation, the researcher found that the students' performance were good since the first meeting. They excited to join public speaking class. The teacher was giving them material about the definition of public speaking itself and also the kinds of public speaking. It such a review material for the students because they've learned about public speaking when they were junior high school. The teacher try the students' ability in public speaking by asked them to perform an impromptu speech.

Some of students little bit shocked when their teacher asked them to perform directly, but they were keep going and trying to speak up even though they didn't know what they were going to talk. It was only three students who asked by the teacher and they showed that they have good speaking performance. No matter how much filler they made but most importantly they were brave enough to perform speech. The students were doing speech not more than two minutes, it was very short speech but they can deliver it properly.

On the other hand, the researcher found there are several students who were keep silent and say nothing. They just wrote the material which showed in a power point. By seeing that the teacher asked them a question related to their friend's performance in order to make them speak up and make sure that they pay attention on their friend's performance.

Even though most of students have understand the material the teacher still gave the students the material related to public speaking. He wanted all of his students understand and be able to master public speaking. The teacher discussed the basics of public speaking such as; the techniques of public speaking, the problem and how to overcome problem that usually occurred in public speaking.

In the last meeting of speech the students have to performed an extemporaneous speech. The teacher gave them a week to prepare a speech. He expected that his students showed a good performance. Proudly, by practicing as much as possible they could performed smoothly. They had a power to do their best in front of class. Hopefully, they can perform better in a real competition.

The External Factors of Self-Efficacy Which Affecting Students' Performance

Self-efficacy is one of the most important forms of knowledge about oneself or self-knowledge in human everyday life. This is because of the self-efficacy that influences individuals in taking action to achieve a goal. Including the predicted various events to be faced. Self-efficacy of the students appears due to some causes. Based on the data collected during the interview, the researcher found that in Public Speaking Extracurricular, Bandura (1997 in Nurjannah, p.9) had three factors in the self-efficacy of students. Through one or a combination of four sources or influences, namely mastery experience, vicarious experience, social influence, and physiological and emotional states, self-efficacy can be attained, modified, improved or diminished.

The first comes from mastery experience. It is self-efficacy of language that emerged when the person in the past has a good achievement. The success memory is an accomplishment in the past. As a source of past performance becomes the most effective self-efficacy modifier. A good achievement in the past will raise expectations of efficacy while failure can decrease efficacy. Success has different effects on effectiveness depending on the method of attaining it. It is supported by Bandura (1997) Individuals establish their skill beliefs through the outcomes of their previous performances. Students who in the past are successful in their assignments will have greater confidence in future doing their work. On the contrary, negative perception of previous activities, on the contrary, will weaken their personal effectiveness of self-efficacy. Therefore, mastery experience act as an outstanding indicator of the future success of somebody (Chen, 2007, p.21). Mastery experience can be found to be a factor in the self-efficacy of students that comes from their own past experience. As they entered a speech contest and a debate contest at their junior high school, they also compete in front of the class and join extracurricular club.

The second factor in the self-efficacy of the students is the vicarious experience. It is self-efficacy of language that emerged when people look up to the success of their relative. It is obtained through social models. Observing the success of others will improve self-efficacy. On the opposite, self-efficacy will diminish if it turns out that watching people who are roughly equal in potential to fail. If the experienced figure is different from him, then the effect of the vicarious experience is not big. In comparison, if you witness the failure of someone who is superior to themselves, people may not want to do what those who have the same capacity to do have failed to do. It is supported by the self-efficacy of Bandura (1997) A

person may also be affected by vicarious interactions given by social models or peers who presume to have the similarity of competency and intelligence (Bandura, 1997 in Chen, p.21). Having others equal to them capable of carrying out the same tasks can make them think that they, too, should complete the tasks. Knowledge learned by competing with their peers relates to individuals' own skills. Therefore, peer modeling is another big factor influencing the personal efficacy of the students.

The third self-efficacy factor for the students is social persuasion. The researcher found in this research that the students need support from people around them like friends or family or even their teacher. The students cited that when he or she gets support for others he or she feels more inspired. Self-efficacy can also be gained, enhanced, diminished by social pressure. This factor's effect isn't very significant, but pressure from others can influence self-efficacy under the right conditions. The condition is confidence in the person who gives the argument, and the practical essence of what is persuaded. As Bandura (1997) stated People often establish effectiveness beliefs by social influence or verbal judgment from others about their ability to do something. Social persuasion, can offer additional ways to increase the confidence that someone can succeed. Bandura, Chen (1997, p.21)) said that even though social persuasion alone does not produce enormous increases in perception of efficacy, "it is easier to maintain a sense of effectiveness, particularly when dealing with difficulties, when significant others express confidence in one's abilities than when they communicate doubts" (p.101).

How the Students Maintain Their Self-Efficacy in Public Speaking Extracurricular

Students need to sustain their high efficacy in order to be able to deliver a good result and also have the ability to perform even the most difficult tasks. The purpose of this segment is to explore the approaches the researcher has identified for the students. The researcher found, based on the data collected during the interview, that there are four ways to maintain the self-efficacy of the students those are prepare and practice a lot, looking for experience, do physical activity and thinking that having a stage fright is a natural thing. The first ways by the students is prepare and practice a lot. By doing this way, the student will start by preparing what they are going to discuss for their speech. They learn the techniques of public speaking and what to concern when they are having speech. Usually, students begin by working on something that are somewhat challenging, but not too difficult. In this case, the students did it when he or she is giving speech. The second way is looking for experience

or add more experience. The students can maintain their high-self efficacy if they are able to do practice by looking for experience like join small competition or even speech in front of class. Besides that they can also increase to their abilities and find out which of their deficiencies should be improved or which should be improved. Third, if the speaker cannot follow those two kinds of tips before, the activity can do by the speaker is having practice by creating the opportunity by him or herself at that time. The fourth ways is thinking that having a stage fright is a natural thing. In this case the students have to relax by just letting the fear happens such blush, shake, or sweat in front of others. Give permission to experience all the different sensations when feeling anxious. It will make the level of fear come down much more quickly.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data result and discussion on the fourth chapter about the external factors of self-efficacy that affecting students' speaking performance in public speaking extracurricular in senior high school. The aims were to figure out how are the students' self-efficacy in public speaking performance, what are the external factors of self-efficacy in public speaking extracurricular and how the students maintain their self-efficacy in public speaking.

For the first research question, the finding has shown that there were eleven of students who have high self-efficacy performed a good performance in public speaking. There were four students who have moderate self-efficacy were performed quite good.

For the second research question, the finding has shown that there are three external factors of self-efficacy which affecting students' speaking performance in public speaking. First is mastery experience. By having experience, it leads the students master from their experience. Thus, it leads them to improve their skill by the mistakes. Second is vicarious experience. Some students are inspired by people which lead them to imitate the goodness of them. Thus, it leads the students believe to accomplish speech. Third is social persuasion. Some students are influenced by someone's support and some students are also influenced by someone's who do not support them. It leads the students to not believe that they can accomplish speech performance.

For the third research question, the finding has shown that there are four ways to maintain students' self-efficacy those are prepare and practice a lot, looking for experience, do physical activity and thinking that having a stage fright is a natural thing. By those ways, it can

maintain students' self-efficacy in public speaking. It can be influenced when they join they class consistently.

Suggestion

In the light of the findings and the discussion above, the researcher would like to provide some suggestions for students, English teachers and potential researchers. First for students, it is better for them to focus on one extracurricular in their school in order to make them be able to increase their ability to speak and their self-efficacy. Second for public speaking teacher, it is recommended that the public speaking material should based on the low self-efficacy side to high self-efficacy. The low dimension of self-efficacy needs to be more centered to improve the ability of the students to communicate. Third, for further researchers, this study can be one of their sources to conduct a research in academic self-efficacy context, especially in public speaking context. This study needs further research on strategies that the teacher can use to improve students' self-efficacy and its influence to the students' self – efficacy and on the impact of factors influencing students' low self-efficacy.

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